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ABSTRACT

This paper describes a competency-based program to train local adults as school counselors in the remote areas of Manitoba (Canada). In 1983, the program selected 6 men and 12 women from 15 communities for training; candidates were 23 to 48 years old, with educations ranging from grade 5 to first year university, were well respected in their communities, and were highly likely to remain in the community after training. Local teachers, administrators, parents, and students provided input on what the role of the school counselor should be, and school counselors throughout the province identified theories, skills, and attitudes needed. The resulting comprehensive job description covered 9 major areas of responsibility, 44 job functions, and 300 job tasks. As workers in training, students worked 6 weeks in their local schools under specifically structured supervision, then spent two weeks in the classroom as a group, for a period of 2 years. Those without high school diplomas also worked on GEDs. Students started at 70% of their graduating salaries, with increases every six months. The program provided funds for travel, rooms, meals, and child care during classroom training, and personal support from staff and peer groups. In 1985 15 trainees graduated with a postsecondary education certificate in school counseling. The paper includes sample pages from the job description, the competency-based training plan, and the job evaluation form. (SV)

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FRONTIER SCHOOL DIVISION/NEW CAREERS
(Post-Secondary Ed. Prog.)
COMMUNITY-BASED

SCHOOL COUNSELLORS TRAINING PROGRAM

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FRONTIER SCHOOL DIVISION/NEW CAREERS
(Post-Secondary Ed. Prog.)

COMMUNITY BASED SCHOOL COUNSELLOR TRAINING PROGRAM

The Frontier School Division area extends from Brochet in the north, to Wanipagow in the south; the communities are made up of predominately metis/treaty families in remote areas of the Province.

In 1981, the Central School Advisory Committee assessed the current school guidance programs in the division to determine the needs and perspectives of students, parents, teachers and administrators. This resulted in requesting the development of a comprehensive guidance program for the division. Several studies done by Frontier School Division expressed the need for a counsellor with native background who would understand the community, cultural values and language, so that parents and teachers could work together towards improving the students chances for better education opportunities.

In 1981, Frontier School Division requested from New Careers training Program (Department of Employment Services & Economic Security) that they provide a training program for School Counsellors. New Careers accepted the challenge they were given to train local adults who had the potential to be counsellors to children in their communities. New Careers was committed to insuring they would be able to obtain the competencies that would assist them with all the ordinary counsellor tasks plus the problems related to remoteness of the communities, the native and cross-cultural issues. Frontier School agreed that these School Counsellors in-training would be regarded as part of the professional school staff in the division with salaries and holiday time, housing and benefits comparable to other staff. The enclosed map of Manitoba shows the communities who participated in the training.

New Careers was established as a pilot project in 1970 by the Provincial Government as a strategy to fight the effects of poverty. Over the years the program continues to develop. New Careers staff developed a very comprehensive education and training, planning and delivery system that enables majority of the adults starting the training to graduate successfully with a job. In 1984 New Careers was officially recognized by the Department of Education as a post-secondary education program with Community College equivalency.

New Careers program developed an alternative education and training system that is very demanding and rigorous on both staff and students with each of the training projects. The Competency Based Education and Training system was adapted by New Careers in the mid 70's as a way to insure that it's training objectives of linking education and work could be reached, in a way that rarely occurs with such thoroughness in other higher education programs.

Once New Careers obtained final approval of the training project, they proceeded to recruit appropriate staff trainers. They were fortunate to recruit staff one of whom was a former Frontier school teacher, trained in school counselling with a trainer background. The other person seconded from F.S.D. was a person who had been a member of the local school committee and the central advisory board of F.S.D. and who had advocated for the need for native school counsellors in the school division. She had, later in life obtained a teaching certificate. These 2 trainers applied this New Careers Competency based system toward achieving the dream of the central school advisory committee - to provide their schools with effective counsellors.

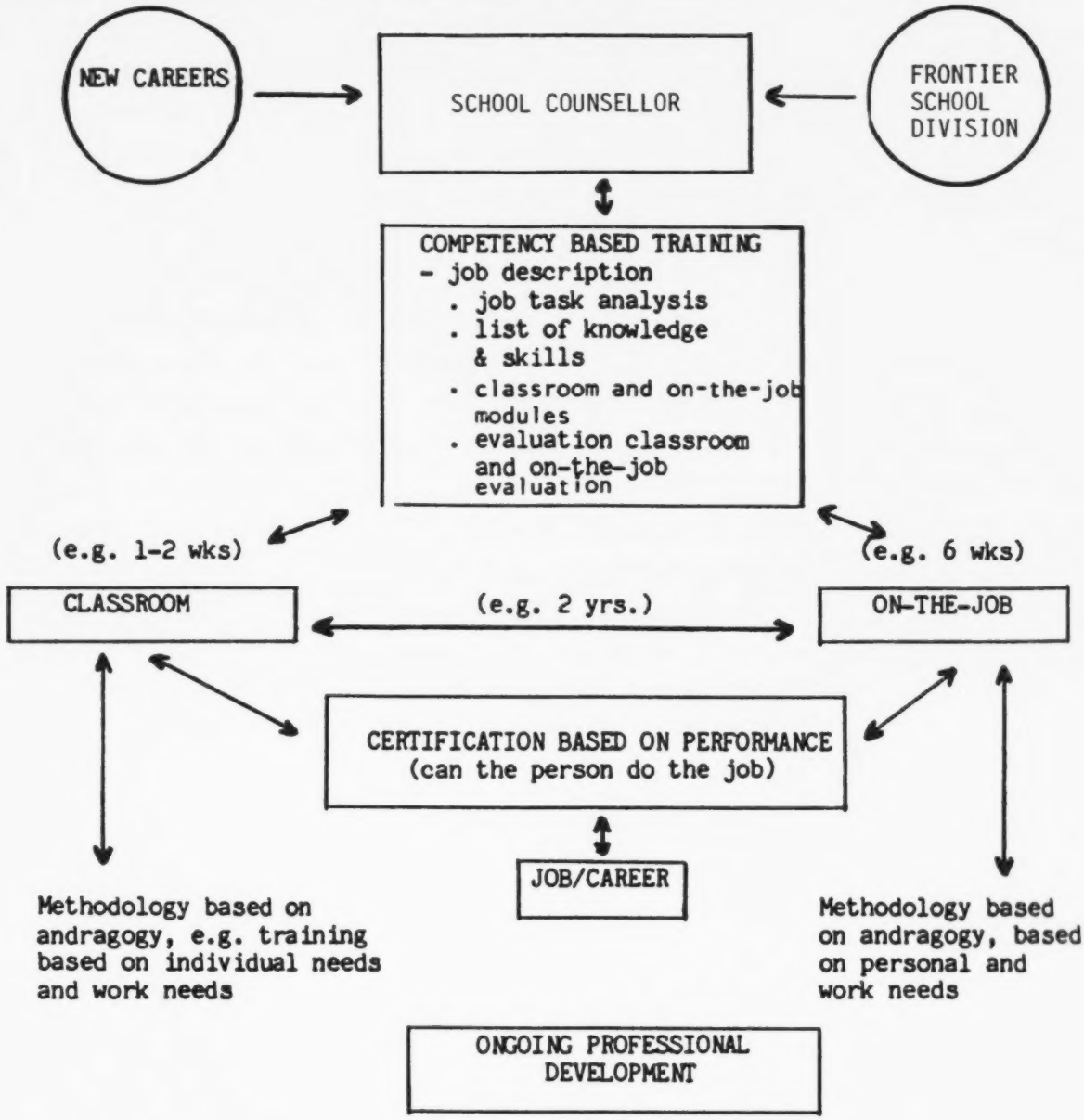
New Careers set up a student recruiting strategy that involved the staff of Frontier Schools and local school committees. The adults who were finally chosen for training were well-respected and well-liked by the variety of groups in the community, and were considered most likely to remain in the community after training. By July of 1983, six men and 12 women were selected from 15 communities. The age range was from 23 years to about 48 years of age; the education range from grade 5 to 1st year University. All but 2 families from newborn to adults.

In launching the competency based Frontier School Division School Counsellor project a critical step was to carry out a needs assessment. To achieve this a New Careers trainer met with the official trustee, the three area superintendents, the Central Advisory Committee, the local school committees, principals, numerous teachers, parents and students in each of the school locations to determine what role people felt a school counsellor needed to fill

in the schools. From the ideas of the many people interviewed and research into other competency school counsellor programs and other research papers addressing this issue. A draft job description was compiled with specific job tasks. This was then taken to a group of professional school counsellors throughout the Province to critique and make suggestions. These counsellors were also consulted in identifying theory, skills and attitudes that would be needed to acquire the competencies identified. The theory, skills and attitudes were then organized into classroom and on-the-job modules with a detailed learner evaluation system. As a result, a comprehensive job description was developed - identifying 9 major areas of responsibility and 44 job functions, there were 300 job tasks that made up 17 modules in 24 weeks of classroom training with one week of field placement with an experienced school counsellor with about 63 weeks of specifically structured and supervised on-the-job training.

New Careers provided the training and education by having the school counsellors in training work for 6 weeks in their own schools and then meet together as a group for two weeks of classroom training for 2 years. The first classroom period started in June 1983 with 18 adult students and in June 1985, 15 trainees graduated with a post-secondary education certificate in school counselling.

NEW CAREERS COMPETENCY/PERFORMANCE BASED TRAINING AND EDUCATION


NEW CAREERS
SCHOOL COUNSELLOR
FRONTIER SCHOOL DIVISION
COMPETENCY BASED TRAINING
- job description
. job task analysis
. list of knowledge & skills
. classroom and on-the-job modules
. evaluation classroom and on-the-job evaluation
(e.g. 1-2 wks)
(e.g. 6 wks)
CLASSROOM
(e.g. 2 yrs.)
ON-THE-JOB
CERTIFICATION BASED ON PERFORMANCE
(can the person do the job)
JOB/CAREER
Methodology based on andragogy, e.g. training based on individual needs and work needs
Methodology based on andragogy, based on personal and work needs
ONGOING PROFESSIONAL DEVELOPMENT

- planning system is competency based education/training.
- delivery system based on group training using andragogy model together with building self confidence, interpersonal communication, problem-solving and group skills.

COMPETENCY BASED TRAINING PROCESS

JOB DESCRIPTION

What is the general nature of employee's positions?
e.g. Community Service Worker, develops and delivers services to youth in community.

TASK LIST

What are the specific job tasks the worker in training will have to perform?
e.g. Consulting with individuals and groups.

KNOWLEDGE & SKILLS

What knowledge and skills are required to perform this job task?
e.g. Knowledge of consulting approaches specific consulting skills....

TRAINING PLAN - LIST OF CLASSROOM AND ON-THE-JOB MODULES

How, where, and when will the worker in training acquire these skills and knowledge?
e.g. How - 2 week consulting skill module When - Oct 4 - 18
Where - Gimli (2 weeks of a 2 year training)
Returns to the job and applies the competence in the real job situation.

EVALUATION

Evaluation is designed to assist the trainee develop the competencies. How will the acquisition of these competencies be measured?
Classroom Transcripts: performance test by trainer - feedback and documented
On-the-job evaluation of performance by job supervisor ongoing feedback is provided - conferences are held with trainee, supervisor, trainer, project coordinator and documented.
Final evaluation: summary of competencies the worker in training has acquired.
- documented - final on-the-job evaluation and all classroom training listed.
- letter on trainee's performance over the training period is obtained from supervisor and project coordinator

When we placed the counsellors-in-training in their schools we became aware of what a tremendous job we had to do. The problems was not with the plan but with the application of the plan. some of the blocks we had to overcome are listed here:

- professional teacher/and professiional school counsellors' resistance to having local people doing this job without teachers' academic standing.
- suspicion of New Careers unorthedox approach to higher education - was it just a cheaper job for FSD, a way to save money?
- the concern that community people in the school would break confidentiality about school matters.
- the difficulty in establishing the counsellors as full fledged professional staff member' rather then truant officers, bus drivers, secretaries, or disciplinarians.
- the conflict with training student counsellors as a generalist and yet as a specialist that would be recognized by other staff
- the balancing role of the school counsellors, between school rules and the individual student and parents needs.
- the difficulty present with being a worker-in-training where you have to deal with issues before they come up in the training program.
- overcoming the local prejudice - that local people can be trained competently to provide local services. Community can be very critical of local people.
- the difficulty that in most schools there were no school counsellor programs there previously - therefore, the need to establish a legitimate service in the school that was of non-teaching status.
- overcoming the fact that you may be related to quite a number of students yet as a school counsellor you need to be objective yet maintain effective relationship with students.
- New Careers way of delivering training requires the individual to be a worker-in-training. This requires a competent on-the-job trainer supervisor who has in this case a school counsellor background. This was not always available - principals took on the role in many cases.

- New Careers does not have an academic grade level entry requirement. Although this provides equal opportunity for all adults it presents challenges to the education staff. In this situation there were adults from a grade 8 level to a Grade 12 - (most worked on G.E.D. while in training).
- The struggle to make the training culturally appropriate was constantly there. There were native trainees that had difficulty with accepting the different values in different cultures even accepting the traditional teaching of their own heritage - yet, the School Division is of predominately native students and the counsellor needs to deal with how the student will succeed when they go in to predominately "white" schools for higher education.

SOME SUPPORTS THAT NEW CAREERS PROVIDES
THAT HELPED OVERCOME THESE BLOCKS WERE:

The New Careers program designs a comprehensive training project including building in support for the trainees so that barriers that face adults coming from remote communities are removed. The student is actually a student in training and they require financial support. These students started at 70% of their graduating salary of (about 19,000) and this payment went up 5% every six months. Training travel, room, meals are financed. Child care cost while away for classroom training is also provided. Personal supports are provided by developing a cooperative approach to education and developing peer support group from peer counselling, to peer journal groups. Staff are available and frequently on 24 hours call and available to discuss any issue that are blocks to learning and training. These range from personal conflicts, family problems, to learning handicaps. Students are able to call home daily while on course and call their journal group members between courses for support and encouragement.

The School Counsellors have been working in their schools as staff members for one year now. They continue to meet in a group at inservices for counsellors in the division. The programs they are doing are designed to meet the needs of the particular community according to their own skills. We have had many compliments on their work and we keep track of them as we travel to the same schools this year. The division has had them do program planning for the year just as other staff do. They have collected information on graduates and drop-outs in their community, for surveys last summer. The division is exploring the possibility of a special counsellor program at Brandon University through the PENT program so they can continue their studies in counselling.

APPENDIX

- Location of School Counsellors

- 1983 Graduation

- Sample of One Area of Responsibility

- Sample of the Competency-Based Training Plan, list of tasks, knowledge and skills

LOCATION OF SCHOOL COUNSELLORS

1983 GRADUATION

	SCHOOL COUNSELLORS	COMMUNITIES
1.	Gary Merasty	Brochet
2.	Hilda Dysart	South Indian Lake
3.	Donna Cyrenne	Gillam
4.	Cathy McLeod	Wabowden
5.	Ernest Lavallee	Cormorant
6.	Barb McLeod	Jack River School, N.H.
7.	Denalda Sinclair	Moose Lake
8.	Rose Jensen	Grand Rapids
9.	Lorna Fleury	Waterhen
10.	Florence Ross	Ebb & Flow
11.	Pauline Genaille	Duck Bay
12.	Earle Disbrowe	Berens River
13.	Denise Lavallee	Post-Secondary Counsellor
14.	Carrie Prystyba	" " "

SAMPLE OF ONE AREA OF RESPONSIBILITY (JOB DESCRIPTION)

SCHOOL COUNSELLOR

AREA OF RESPONSIBILITY	JOB FUNCTIONS
1. Relationship Building and Teamwork	1.1 Function as a member of the school staff, in co-operation with administrative, teaching, and support staff members.
	1.2 Work co-operatively, effectively, and in consultation with teachers, administrative and support staff and parents in order to promote the physical, social, psychological, emotional, and intellectual development of the student.
	1.3 Explain the role of the school counsellor to teachers, administrative and support staff, parents and students.
	1.4 Establish positive helping relationships with staff, parents, and students.
	1.5 Promote and support parental involvement in their child's development in school related matters.
	1.6 Provide liaison services between parents or guardians and the school, as appropriate.
	1.7 Communicate openness and develop rapport with students in order to facilitate individual development of trust, self-esteem, and pride.

SAMPLE OF THE COMPETENCY BASED TRAINING PLAN - list of tasks, knowledge and skills

JOB DESCRIPTION		TASK LIST	
AREAS OF RESPONSIBILITY	JOB FUNCTIONS	T.A S K S	KNOWLEDGE & SKILLS
1. Relationship Building and Teamwork.	1.1 Functions as a member of the school staff, in co-operation with administrative, teaching and support staff members.	a) Respect the decisions of the steering committee.	- Knowledge of Committee role and relationship with school.
		b) Work within the philosophy, purpose, policies, and procedures of the school.	- Knowledge of school philosophy, purpose, policies and procedures
		c) Respect and operate according to decisions of school administration.	- Communication skills.
		d) Establish appropriate effective working relationships with other staff members.	- Knowledge of own roles and functions, group facilitation skills
		e) Work as a team member according to own role, function, and responsibilities.	- Group facilitation skills.
		f) Participate effectively in staff meetings by performing a variety of task and maintenance functions.	- Knowledge of reporting lines and procedures.
		g) Report to the principal or supervisor assigned by the principal.	
		h) Work as a part of a team working toward local control.	
	1.2 Work co-operatively, effectively, and in consultation with teachers, administrative, and support staff, and parents in order to promote the physical, social, psychological, emotional, and intellectual development of the student.	a) Use good judgement in identifying need for consultative discussion.	- Communication skills.
		b) Use good judgement in identifying who needs to be involved at what particular point (parent, teacher, student, principal).	- Behaviour description, questioning techniques, information gathering.
		c) Negotiate time and place for meetings or discussions.	- Group leadership skills, knowledge of meeting formats and proposed agenda-setting skills, communication and assertiveness skills.
		d) Collect pertinent data and background information prior to the meeting.	
		e) Lead meetings when appropriate or required.	- Summarization and report writing skills, knowledge of ethical procedure lines, knowledge of school policy.
		f) Respect or discuss personal student data in accordance with school policy and ethical guidelines.	

FRONTIER DIVISION SCHOOL COUNSELLOR

PROPOSED TRAINING PLAN

MODULE	CLASS TIME	CLASSROOM SESSIONS	ON-JOB TRAINING	TASKS TO BE COVERED
1.A. Introduction to Work and Training B. Professional Ethics C. Professional Development	10 days	Sept.1983	Sept.,Oct. 1983	1.1(a-c,e,g),1.3(a 1.2(f), 2.1(a-e,g- 2.2(a-e) 3.1(a-d), 3.2(a-d) 3.3(a-e)
2.A. The Helping Relationship and Interpersonal Communication B. Consultative Communication	10 days	Dec.1983	Dec.1983-Jan.1984	1.1(d), 1.4(a-i), 1.7(a-c,e,f,h), 3. 3.2(e,f) 1.2(a-c,g-i), 1.6
3.A. Assertive Communication B. Introduction to Counselling C. Resource Identification	5 days 5 days	Feb.1984	Feb.-Mar. 1984	2.1(f),1.5(a-g),4. 6.1(a-f), 6.2(a-e) 6.3(a-e), 6.4(a-c) 7.1(a-e), 7.2(a-k)
4.A. Introduction to Career Counselling B. Filing Systems C. School Counsellor's Conference	5 days 5 days	April,1984	Apr.-May 1984	5.1(a-f), 5.2(a-d) 9.2(a-e)
5.A. Time Management B. Prevention and Education (workshops, presentations, field trips public speaking) C. Referrals D. Information Recording	1½ days 7 days 1½ days	July 1984 (July 3-13) July (3-13)	July-Sept. July-Aug.	3.4(a-o), 9.1(a) 4.4(a-c), 4.5(a-b) 5.2(f-h), 5.5c,E.1(1.2(k),4.1(c),7.3(a 7.4(a-i),8.2(a-d) 1.2(d,j), 9.1(b-h,o)
6. Group Dynamics and Leadership Skills	10 days	Sept.17-28	Sept.-Oct.	1.1(f),1.2(e),1.7(d) 4.1(a-c),4.5(c,d), 5.2(e),5.3(a)

MODULE	CLASS TIME	CLASSROOM SESSIONS	ON-JOB TRAINING	TASKS TO BE COVERED
7.A. Counselling Skills School Focus B. Career Counselling Skills	10 days	Oct. 22 - Nov. 2	Nov.-Dec.	4.2(a-g),4.6(a-f, 6.4(d-h),6.5(a-i, j), 6.7(a-e),6.8(5.2(i),5.3(b,c),5 g),5.5(a-c,e,f), 5.6(a-d)
8.A. Child Development Parenting Skills B. Cultural Awareness	5 days 5 days	Jan.7-18	Jan.-Feb.	1.7(g) 4.4(d-h)
9.A. Adolescent Psychology B. Juveniles and the Law C. Alcohol Education D. Drug Abuse E. Family Dynamics	5 days 5 days 5 days	Mar.4-22	Mar.-Apr.	4.5(a-d) 1.5(h),4.1(f),5.7(
10.A. Writing Skills B. Counselling Practicum	5 days 5 days	Apr. 29-May 10	Apr.-May	9.1(i-n),9.3(a-d)
11.A. Counselling Theories B. Crisis Intervention and Counselling	5 days 5 days	July2-12	July-Aug.	6.1(g)
12.A. Survival Skills	5 days	Sept 16 - 20, 1985		3.5(a-g)

SAMPLE OF ON-THE-JOB EVALUATION FORM

MODULE 3B: INTRODUCTION TO COUNSELLING

ON-JOB FEB. - MARCH, 1984

As the participant gains additional classroom training, skill development and increased opportunity to practise counselling skills on-the-job, competence levels will also increase. While every attempt should be made by the supervisor to provide opportunity for practise and to facilitate the integration of skills and knowledge, it must be remembered that counselling skill mastery is a gradual process achieved only with experience.

EXPECTED OUTCOMES:

The participant will be able to:

6.1 Establish basis for counselling relationship.						
a) Inform students of "open door" policy.						
b) Encourage students to "come in" to talk, to discuss concerns, or to request assistance.						
c) Arrange to meet individually with all students in the top two grades.						
d) Identify students who may need counselling and approach them.						
e) Invite and accept referrals from staff and parents.						
f) Offer support and help to students with problems.						

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. Basic characteristics that distinguishes between New Careers adult Competency Based Training and traditional programs for adults.

. Goal of New Careers education

. Competency Education and Evaluation Issues and Dilemmas

. New Careers Competency Based Training process

. Techniques for transforming training into performance

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